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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: WHO WE ARE (Maths –Stations)** | | | | | **Driving Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **X Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**    **SHAPE & SPACE**: Explores paths, boundaries and regions in their surroundings.  **NUMBER:** Using objects finds draws and orders all possible 2-number combinations to make numbers 5-9.  Identify numbers up to 20 | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  ACCORDING TO EACH STATION | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 12 (**Nov 8-12**) | | | **Time:**  25 min in each station, 2 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. | | | | | | | | | | | |
| **Main Activity:**  **1.Station: NUMBER (Number combinations/Scaffolding).** Materials: Different sets of two colours manipulatives (foamy figures).  Continuing with the two-side foamy counters and modelling a number.  The teacher has to be careful with the different levels for each child. Remember that it is important the children must finish all six combinations of number five before continuing with the next numbers until 9. Encourage these children to finish the first step.  With those children just made the six combinations of number five they can continue with next numbers by themselves.  They can register all combinations in little papers and order them. e.g. 0 red and 5 white, 1 red and 4 white, 2 red and 3 white, 3 red and 2 white, 4 red and 1 white, 5 red and 0 white.  **2. Station: Number (Recognition):** Materials: number cards. Put the number cards on the floor randomly and say to each child a number from 11 to 20 , they have to jump on the number card according to the instruction, when each child gets the number he/she says what number it is. As soon as the child stands on the number  The second act the teacher will say to each child two numbers as a one instruction and he/she has to get and stand on the numbers with different parts of the body and say what numbers they are.  Finally the teacher will say three numbers at the same time and each child have to stand or touch them and say what numbers they are. (Take advantage to name the parts of the body).  **3. Station: Explore paths: T**hese children have to choose any place near the classroom and go there, observing how is the path they go by and after that on a paper on their click board they have to register the path and what sings they found on their walking. The children on this station are going to work by themselves.  TO TAKE INTO ACCOUNT:   1. Previously arrange the material and place it to get ready. 2. Divide the children into two or three tiers to differentiated process by readiness, in station 1 and 2. | | | | | | | | | | | |
| **Tier 1:** *Children just have finished the combinations until 5*  *Children that recognise different numbers from 1 to 20* | | | | | | | | | | | |
| **Tier 2 :** *Children haven’t finished the combinations until 5*  *Children that recognise numbers until 10* | | | | | | | | | | | |
| **Tier 3:** *Children could not make the combinations*  *Children that show difficulties with recognise numbers until 10* | | | | | | | | | | | |